

# SCHOLASTIC COACH

OCT 20 1944

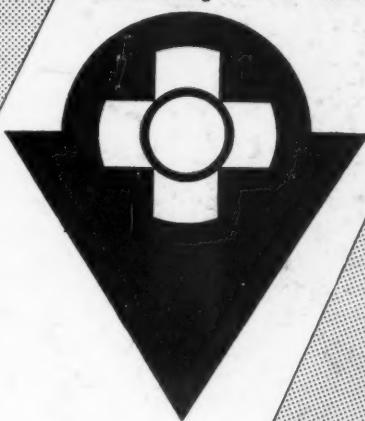
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Community Service Division

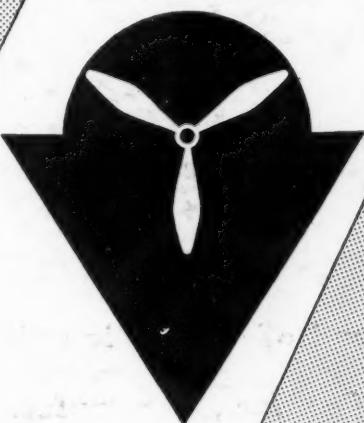


## HIGH SCHOOL VICTORY CORPS INSIGNIA

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# THE STORY OF NET GAMES



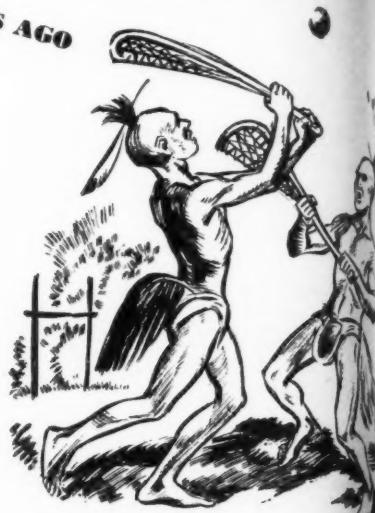
SOCER AND LACROSSE AS PLAYED YEARS AGO  
and in the 20th century



**LACROSSE** The Canadian Indians called it baggataway centuries ago. Teams ranged from 75 to 2,000 on a side; the field was boundless; strategy called for crippling the other team. The French changed the name to Lacrosse because the netted stick reminded them of a bishop's crozier, or cross. Standard rules were first framed in 1867 when Canada became a dominion. Shortly after the game was introduced in the U. S. in Boston.



**SOCER** Back in the 11th century some English excavators started booting around the skull of a Dane who had been part of an invading army. A ball was soon substituted for the skull and the game became known as futball. Later it was organized as soccer football. Americans took up soccer after the Revolutionary War. The first intercollegiate game was played between Princeton and Rutgers on November 6, 1869.



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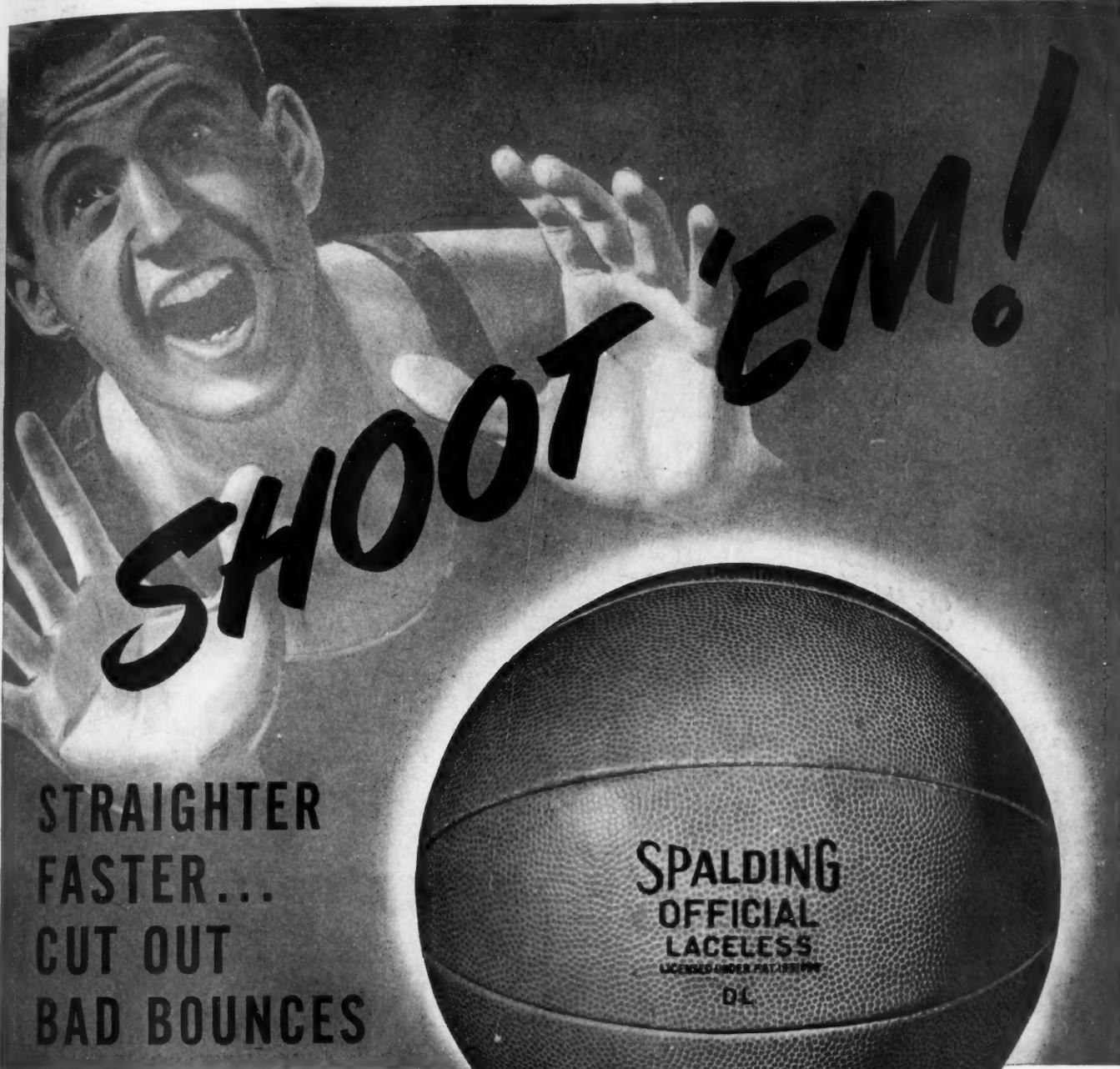


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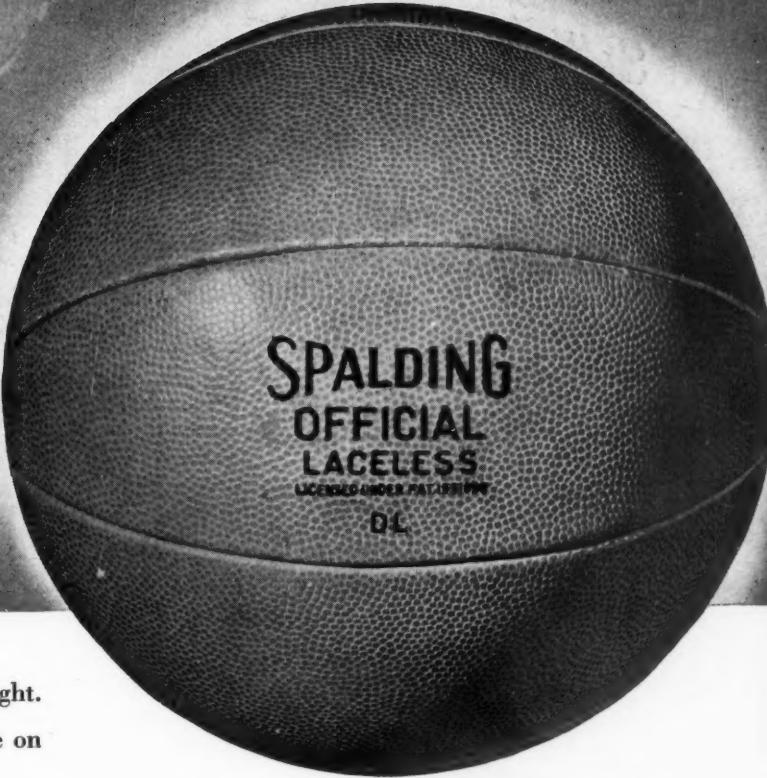
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# SCHOLASTIC COACH

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THE way wars are fought today, there are no ivory towers. That's why we call it "total" warfare. It reaches into every phase of a nation's life. It is waged not only on the battlefield, in the factory, and in the home, but in every classroom throughout the country.

For some time now, our military has been asking our schools to use every means at their disposal to train boys and girls for direct participation in the war effort. They are not asking the schools to equip the students with guns. What they want is (a) physical toughening and (b) technical training in such courses as physics, mathematics, mechanics, radio, and electrical shop work—the bread-and-butter specialties of modern armies.

### *Veni, vidi, VC*

Now before our 28,000 high schools is a plan that fills this bill and at the same time embodies the type of challenge that appeals to schoolboys and schoolgirls. The plan, known as the High School Victory Corps, is the joint brainchild of the United States Office of Education and the National Policy Committee.

A democratic and voluntary organization, the Victory Corps creates a nation-wide framework into which schools may, if they desire, fit their existing student war organizations. Any and all students enrolled in a senior high school where a Victory Corps unit is organized may become general members by meeting these simple requirements:

1. The student must be participating in the school physical fitness program.

2. The student must be studying courses commensurate with his abilities and probable usefulness in the war effort.

3. The student must be taking part in at least one of these suggested Victory Corps activities: air warden, firewatcher or other Civilian Defense work; U.S.O. volunteer activities; Red Cross services; scale model airplane building; health services; farm aid or other part-time employment to meet manpower shortages; school-home-community services, such as salvage drives, care of small children for working mothers, gardening, book collection, and similar activities.

# Here Below

Upon acceptance for general membership in the HSVC, the student is privileged to wear the Corps' general insignia. He may, if he meets the qualifications, be granted membership in one of the Corps' five special divisions during his 11th or 12th year in school. The five divisions are:

1. Air Service, for students preparing for service as aviation cadets or as aircraft repair or maintenance workers.

2. Land Service, for students preparing in some branch of the U. S. Army ground forces (infantry, tank corps, artillery, signal corps).

3. Sea Service, for students preparing for some branch of Navy or Merchant Marine (other than Naval Aviation).

4. Production Service, for students preparing for work in war industry, agriculture, or other essential civilian production jobs.

5. Community Service, for students preparing for work in community or other service occupations, such as teaching, social work, medicine, nursing, dentistry, librarianship, or other professional services; stenographer, typist, bookkeeper, or other commercial service; homemaking, child care, home nursing, nutrition, or similar services.

### *Voluntary military drill*

One of the objectives of the Victory Corps will be voluntary military drill. While this was rejected as "regimentation" during peace time, there is no disputing its value and necessity today. However, neither the Army nor the Navy will take a hand in this program. The U. S. Office of Education plans to publish an HSVC manual on military drill this fall in collaboration with the armed forces.

The complete details for installing, organizing, and operating the HSVC program may be found in the

pamphlet being distributed by the U. S. Office of Education to every high school administrator in the country. *Education for Victory*, the bi-weekly publication of the Office of Education, will keep the administrator informed on all HSVC developments.

*Scholastic Magazine*, *The American Observer*, and *Our Times* will serve as official high school student publications for the High School Victory Corps.

It is interesting to note that the one standard requirement for all five HSVC divisions is participation in a program of physical fitness. This is in keeping with the universally accepted idea that a vigorous type of physical fitness is essential in the development of the highest type of fighting men.

### *Physical fitness*

In recognition of the immediate need of toughening high school students, the U. S. Office of Education, in cooperation with the Army, Navy, and U. S. Public Health Service, is now engaged in organizing and promoting an emergency physical fitness program. The program recommends:

1. Five full periods a week of instruction in physical education activities.

2. Ten hours of participation per week in interscholastic athletics, intramurals, mass athletics, road work, hikes, week-end outings, school journeys, and other vigorous activities.

The activities included in the program for boys are organized under these headings: (1) sports and games, (2) gymnastics, (3) combatives, and (4) aquatics. These are the activities upon which the military places so much stress in its training programs. For girls, rhythmic replace combatives.

The use of these more intensive activities and the increase in the over-all time allotment are the two main deviations from the ordinary physical education program.

Insofar as the school health program is concerned, Colonel Leonard G. Rountree, chief of the Medical Division of the Selective Service System, offers these suggestions for obtaining a maximum health quotient for every student.

First, it should be realized that existing disabilities can be remedied in a large percentage of cases

(Continued on page 30)

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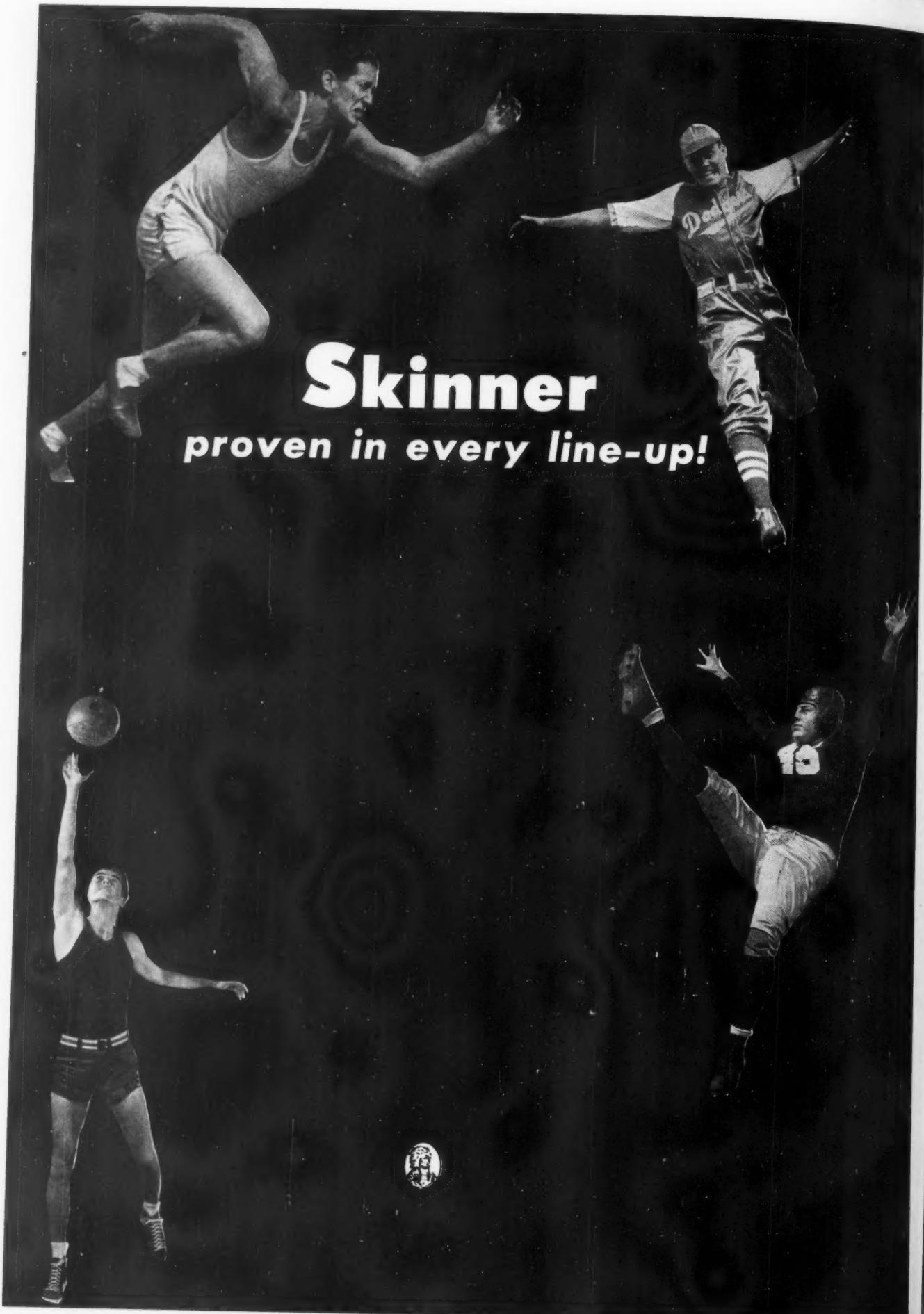
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# INDIVIDUAL DEFENSIVE LINE PLAY

By Clyde Williams

Clyde Williams, up until Pearl Harbor head football coach at the San Bernardino, Calif., High School, is now a lieutenant in the physical education department of the U. S. Naval Pre-Flight School at St. Mary's College.

**A** NYBODY who thinks of a defensive lineman as a "cog in a machine" has never played doormat to a thundering herd of football beef or has never learned anything therefrom.

The defensive lineman is first and last an individualist. He may sometimes coordinate his efforts with a teammate, or with two teammates, but usually he is on his own.

This doesn't mean that there's no pattern to the defense. Certain offenses are best countered with pre-conceived plans of defense. But even here there is plenty of flexibility to the lineman's play. The end, for example, may be instructed to strip the interference and set up the ball-carrier for the tackle. But the execution is up to himself. He may do it a certain way on one play and in another on the next.

The coach's chief obligation to the defensive lineman is a thorough schooling in fundamentals and stunts. The more diversified his bag of tricks, the more variety there is to his play. But there is danger here.

The high school coach must remember that he's working with green material. Trying to cram too much into a boy's head is as bad as teaching him too little. A few stunts perfectly mastered are preferred to twice the number half learned and sloppily executed.

In every defense the players need individual coaching on their special responsibilities. In the standard 6-2-2-1, these duties may be described as follows.

First the lineman takes a good-braced stance with the foot nearest the ball in advance. He knows the down, yards to go, score, and pet plays of the quarterback in certain parts of the field. If he is let in unmolested, he watches for a mouse-trap. He immediately drops to the ground and turns to the inside.

## Play of the ends

With the offensive strength on his side, the end watches the outside back for his cue. If the back blocks in on the tackle, the end takes two long steps across at an angle to the

A few stunts perfectly mastered are preferred to a larger assortment which are sloppily executed

spot over which the back's tail had rested, finishing with the same foot up.

He goes across low with the feet well under control. He is prepared to go in any direction, but never dives in unless it is to make a tackle. He looks for the ball and watches for reverses and sucker plays.

In his braced position, he can hit with the hands, arms and shoulders, and then recover to fill to his tackle. If the play looks like an end run or off-tackle drive, he cleans out the interference so that the full or half can make the tackle. If the play is going the other way, he does not throw caution to the winds and fly off after it. To safeguard against reverses, he first lets the play take form.

Should the end or back come toward him, he looks for a reverse block and a play at or around him. In this case, he uses his hands on the man and plays him in to the tackle. He always helps his tackle. He never splits too far from him, as a large hole makes it tougher on the back-ups.

The weak-side end takes two steps across the line of scrimmage on an angle, and looks for the ball. He is constantly on the alert for reverses and sucker plays. He fills to his tackle, and looks inside at all times. He follows the play only after it is definitely going the other way.

## Play of the tackles

The tackle makes his play differently. If the outside back is playing outside the end, the tackle, when the action comes his way, plays the outside shoulder of the end, contacting him momentarily with his shoulder or hands. At the proper time and with proper footing, he lets the outside back have all his shoulder power and lifts him up and slightly towards the outside.

The tackle is always ready to fill in to the inside and help his guard on cutbacks. But he cannot disregard the halfback, as this is the man who can do the most damage on the play.

If no one takes a crack at him, the tackle can be pretty certain a sucker play is in the offing. To meet it, he stays low and comes in at an angle two steps, looking to the inside. He finishes with the inside foot up, using it as a brace if the inside back or running guard comes at him.

On a sure pass, the tackle buries

the end at once. He should have a plan worked out with the defensive end so that he (tackle) can occasionally crash into the backfield while the end takes his place across the line. Anything different helps harass the opponents.

Where the offense sets up in a balanced line with split ends and the backfield shifted away, caution is demanded. The tackle should play the outside shoulder of the defensive tackle, hitting in at an angle about a yard. If the end comes in at him, the tackle plays him out to avoid being buried.

Against an unbalanced line with both the ends and tackles split, the idea is to play the tackle's outside shoulder and take him into the backfield with the shoulder and hands. The tackle may get his cue from the end in this case. If the latter comes in at him, the tackle must play him to the outside.

On passes the tackle's duty is to rush the passer after carrying out his primary assignment. At the same time, he keeps an eye open for cutbacks and delayed sucker plays. Like the end, the tackle strips the interference whenever he can't make the tackle on a play at him.

## Play of the guards

The guards must always be prepared to play the hard way. The short-side guard plays on either side of the center, always worrying this man in an effort to make him throw the ball away. He lifts the center and plays the ground around him. If possible, he pushes him around to fill the hole.

The guard is always in position to go to either side and fill towards the play. He has the jump on the opposing center as the snapper's head is down, but should never play the running guard hole with a driving charge. The objective is to get across the line and be in position to recover in case both the center and guard go to work on him.

The strong-side guard plays on all fours; he is the only man in the line who does. He plays a standard distance from the offensive guard, generally on the inside shoulder of the tackle. He uses his shoulder on every play, aiming at the cheekbone. At the snap, he comes across one step with the feet well braced, raising his opponent at the same time.

He works in on an angle, never



yielding an inch of ground and playing his own territory. He turns everything in. On a pass, he drops back and protects the vulnerable spot down the center but only after making his initial charge.

This, in general, constitutes the individual coaching for the six men in the line. Variations are necessary, of course, to meet special situations. If the opponents' passes are clicking, for example, the ends may be dropped back on sure pass plays, particularly the weak-side end. He takes one step across the line of scrimmage, then, as he sees the pass play take form, drops back into the backfield.

#### **Wednesday drill**

The line coach should devote one day a week—preferably Wednesday—strictly to defense, drilling each man individually to make certain he knows what he is doing and that he is cooperating with the other men in the line.

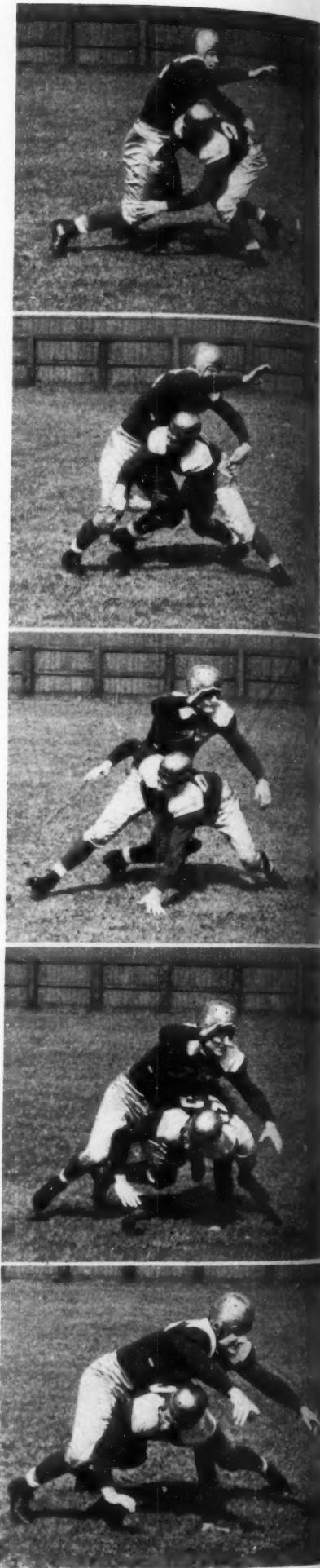
In most high school leagues, it is necessary to prepare defenses against these systems of offense: Notre Dame, double and single wings, T, and short punt. Fortunately, a neighboring team's offense is always well known in advance, especially if it's been scouted. If the game is scheduled for Friday, the previous Wednesday is probably the best time to discuss the opponents' plays. The discussion need not be long, and should include only the basic points. The time is more profitably spent in familiarizing the players with the defense that's been prepared.

For this practice, it is well to have the junior varsity or third-string team run the opponents' plays against the first two teams. The opponents' best men, both on offense and defense, should be imitated.

In scouting the coach should not over-concentrate on offense. Defense is important, too. He should determine whether it is of a charging, shifting or waiting nature, and the type of stunts used.

In any one season, most high schools will use at least three major defenses—the 6-2-2-1, the 7-1-2-1, and the 5-3-2-1; and three minor defenses, such as the 6-3-2, the 7-2-2, and the 8-2-1. Care must therefore be taken to coach the offense on what measures to adopt against these types, with special emphasis on split or spread defenses which invariably pop up when least expected.

●  
**PIVOT BLOCK**  
(Courtesy U. S. Rubber Co.)



## FRANK LEAHY ON BLOCKING

### (Book Review)

THE pictures of the head and shoulder block on this page and the pivot block on the facing page give you a fair idea of the wonderful assortment of technical action strips in Frank Leahy's new bulletin on blocking, tackling and ball-carrying, which you may obtain absolutely free by checking "U. S. Rubber Co." in the master coupon on page 40.

The book is worth its page numbers in Chicago Bear fullbacks. Every fundamental block, tackle, and ball-carrying stunt is illustrated in full-page plates of progressive action pictures! The pictures, which were posed for by Notre Dame players, are large, clear and show precise detail.

In addition there are numerous single action shots that illustrate the key points of the techniques. All in all there are 83 pictures and five winning plays from the Notre Dame system.

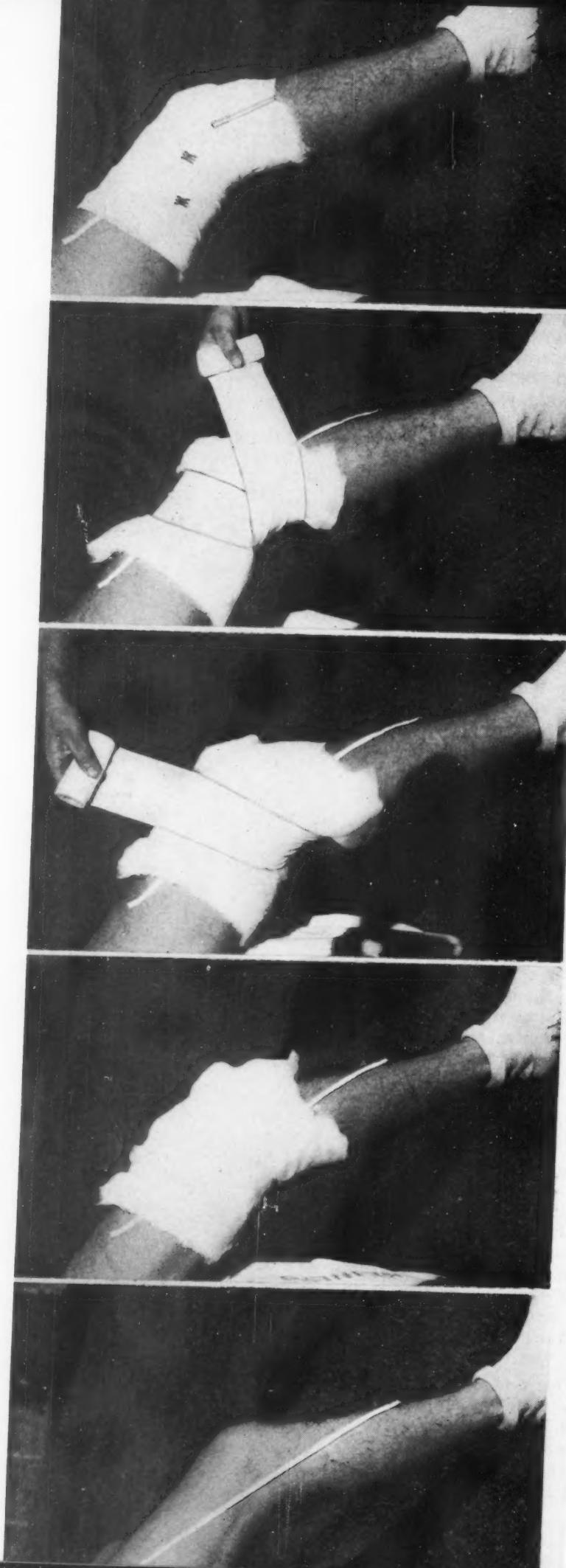
The text is neatly organized, concise and graphic, so that it can be absorbed by coach and beginning player alike.

The head and shoulder block, for example, is analyzed in this fashion: Staying low, drive your left shoulder into the opponent's thigh and then work up with short digging steps. At the same time, shoot your head a little past him so that the side of your head and your neck catch him in the side. Keep your left elbow out at shoulder level with the hand clenched on the chest.

Your right foot, by this time, should be planted outside the opponent's left foot. The head and eyes should be up, back straight, tail low, and feet wide apart. To lift the man up and away from the play, stick close and with your legs wide apart, continue to drive upward and away from the play with short choppy steps.

In the back of the book, Steve Epler, the daddy of six-man football, diagrams the three key six-man formations (single wing, T, and punt) and goes on to give five well-selected plays for each.

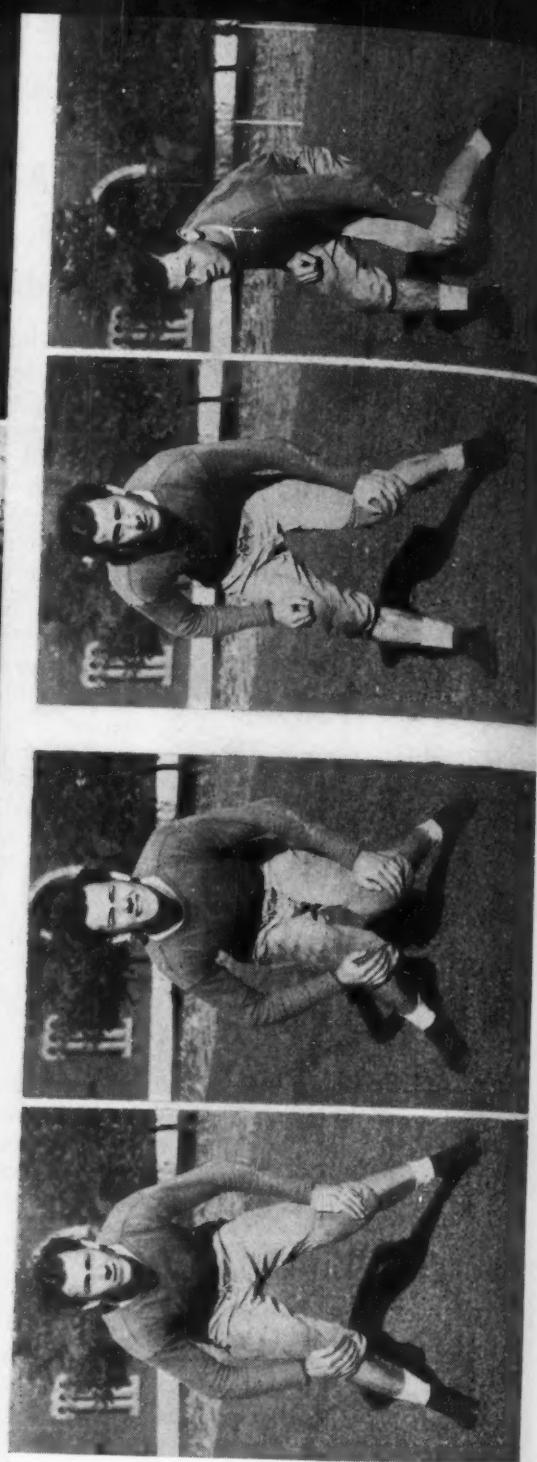




## HOW TO PROTECT THOSE KNEES

Above, a knee support for non-contact work and general wear. May be worn for game, but a boy with a knee that needs this type of support shouldn't be allowed to play. The cotton padding is applied over a long thin strip of tape which has its sticky side up. A 3-inch tension bandage is then adjusted over the cotton in figure-8 fashion and anchored with clips or tape.

On the right are two good conditioning exercises. First, from a wide stance with the hands cupped over the knee joints, fingers together and pointing in, the athlete brings his knees together and applies pressure with his hands at the same time. Second, exercising one knee at a time in similar fashion. The movement here embodies more of a pivot and increased pressure on the ligaments.



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# PREVENTION OF KNEE INJURIES

By Frank Wiechec

Frank Wiechec, Temple University trainer, offers an exercise program for the prevention of knee injuries.

**T**HE most common injury in football is the ankle sprain. But the most disabling and costly injury is that to the knee joint.

Lloyd, Deaver, and Eastwood state that "approximately 49 per cent of all college football injuries are found in the foot and leg area, the knee and the ankle being the parts most frequently injured."<sup>1</sup>

Thorndike reports 332 ankle and 201 knee sprains at Harvard over the five-year period between 1932 and 1937.<sup>2</sup>

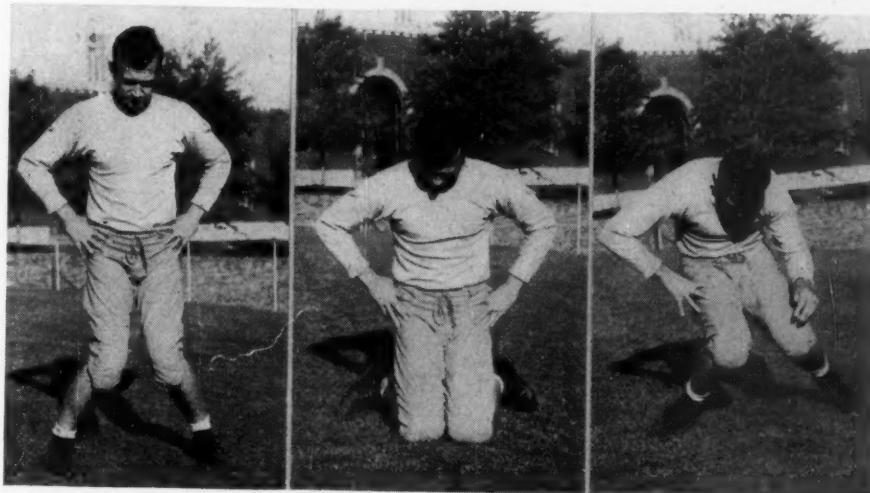
An ankle injury will keep a man out approximately one to three weeks. A severe knee injury, on the other hand, may incapacitate him for the rest of the season and possibly require an operation, the cost of which varies from \$150 to \$300.

Since these constitute almost half of all athletic injuries, it is not surprising that the cost of a medical department will range from \$2,000 to \$20,000 per annum for the college and from \$200 to \$1,000 for the high school.

In addition to being the most disabling of athletic injuries, the knee injury is the most difficult to treat. Even after apparent recovery a knee will give way under unusual strain.

In a recent issue of *Esquire*, Herb Graffis claimed that "a large percentage of college football graduates wear a wound mark from the grid-

An exercise program for increasing the strength and flexibility of the joint



Standing position with feet apart, toes turned in: Bend to kneeling position, then return. Players with bad knees have difficulty straightening up (third picture).

iron to the grave," and that "this mark is displayed every step they take." He sarcastically alludes to this injury as "the gimp knee, the pigskin stammer, the trigger leg, etc."

He continues, "and it's a far more extensive sign of athletic campaigning than the notable 'heel rocking' locomotion of the 'slug silly pug'.<sup>3</sup>"

This kind of stuff is triple-distilled "sensationalism." For much has been accomplished in the prevention and treatment of knee injuries. With modern surgery, there is little danger of permanently crippling a knee in sports. In fact, most "bad" knees can be patched up almost as good as new. Even recovery time has been reduced so that it is not unusual for a player to return to practice a month after the operation.

As an example of what is being done in the way of preventing knee injuries, there are the Chicago Bears. Before each practice and game, they loosen and stretch every joint susceptible to injury. They usually pair off, one player stretching and the other furnishing resistance.

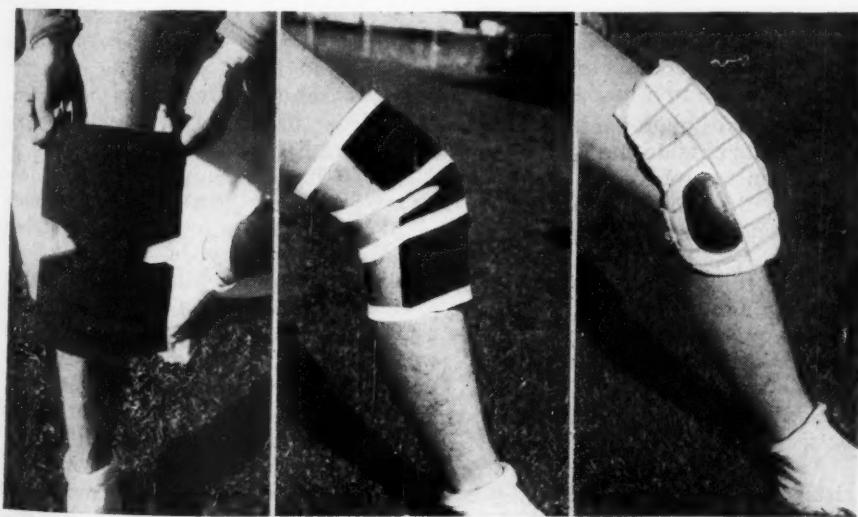
At Temple University last season, there wasn't one serious knee or ankle injury. At the beginning of each practice during the spring and the fall, the squad loosened up the knee, ankle, and shoulder joints with stretching exercises. Ten minutes of these exercises assured every boy of a thorough warmup for the contact work.

## On the field

Dr. Floyd Eastwood, the noted statistician on athletic injuries, reports that most football injuries occur in the first five minutes of play, whether it is a regulation game, a scrimmage, or just contact work during practice.<sup>4</sup>

Undoubtedly this shows a need for more intensive pre-practice and pre-game warmups. But sufficient warmups will not entirely solve the problem of injuries. The coach must also give thought to playing equip-

(Continued on page 38)



KNEE PAD: Cut V's in sides of a large strip of felt and anchor over knee; or as a substitute, adjust a quilted cotton guard with leather pads on sides of joint.

<sup>1</sup>Lloyd, F. S., Deaver, G. D., and Eastwood, F. R.: *Safety in Athletics*, W. B. Saunders Co., p. 74.

<sup>2</sup>Thorndike, Augustus: *Athletic Injuries, Prevention, Diagnosis, and Treatment*, Lea and Febiger Co., p. 170.

<sup>3</sup>Graffis, Herb: "Knees Are Bad News," *Esquire*, December 1940.

<sup>4</sup>Eastwood, Floyd R.: *Who Will Die*, First Aider, January 1940.



## BUILDING A MARCHING BAND

By J. Maynard Wetlaufer

When J. Maynard Wetlaufer expounds the principles of building marching bands, he knows whereof he speaks. He is the guiding genius behind one of the greatest high school bands in the country—the spectacular 60-man aggregation at Freeport, N. Y., High School. In addition to its all-year-round activities at Freeport, the band has performed at professional football games, West Point, the New York World's Fair, and the National Sportsman's Show.

**T**HE school band nowadays is an integral part of the sporting scene. Its contributions are both spiritual and physical. It "hath charms to soothe the savage breast" and to inspire the male animal. At the same time it colorfully contributes to the excitement and glamor of the game.

The extent to which it does this rests upon the director. The man behind the band is responsible for its tone, precision, and general effect. A good director combines the best features of a coach, a top sergeant, and a band leader. Behind each performance lies hours of practice and detailed planning.

The faculty member who takes over the band may adopt this as a working philosophy:

First, and definitely foremost, give every aspirant to understand that he or she will be expected to spend many hours each week in after-school drills.

Although the technique of marching can be perfected during the fall, a weekly drill during the winter months is necessary to keep the "company" in trim. Meanwhile, the

band can perform at basketball games, baseball games, and other events.

Second, subordinate any thoughts of musical grandeur during the months of concentration on marching. This doesn't mean that you should renounce all attempts at good tonal quality and playing in tune (intonation). But you should recognize the fact that outdoor and indoor playing are two distinct phases of band work. A band, to sound "solid" outdoors, must have accurate attack of tones carefully sustained to full value.

Third, keep your instrumentation (number of each kind of musical instrument) predominantly brass. Build them into units, tiers, or ranks for appearance as well as tonal effect. Flutes, oboes, and bassoons have no place in a marching band.

Fourth, although parades and special events outside the realm of athletics can be scheduled, admit as a premise that the marching band is a component part of the athletic program.

Fifth, take cognizance of the fact that the band is part of the "show"; plan your programs with an eye to the spectacular; then stage it properly.

Sixth, make sure your effects can be seen and appreciated.

At Freeport High, the band consists of 60 students (two flag-carriers, a drum major, five majorette twirlers, two glockenspiel players, and 50 regular bandsmen) whose

school grades are satisfactory and whose virtuosity is above average.

But for a few brass and percussion players, all are members of the school's regular concert band. Practice is held every Wednesday, Thursday, and Friday after school.

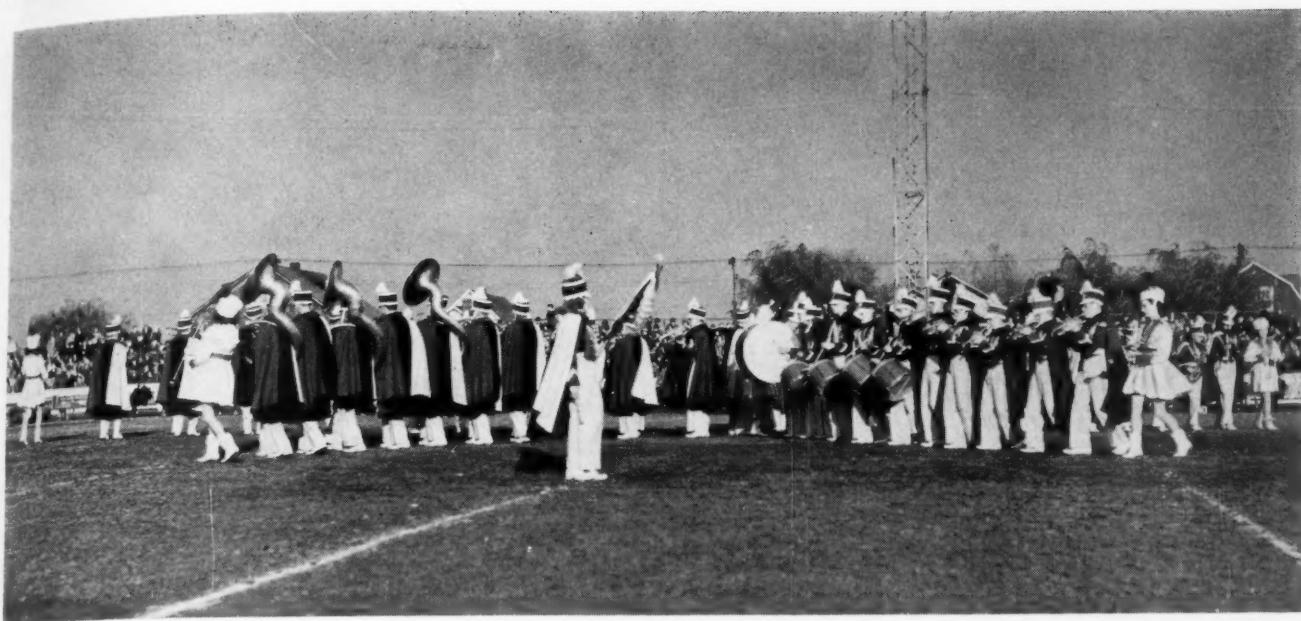
For the first two weeks of the term, one night is devoted solely to marching. No instruments are used except street or field drums for actual time-beating. The students learn to start and stop together on the drum major's signal, to guide right and left, and to parade in straight lines.

The football field, with its yard stripers, facilitates this practice. As guiding lines, the stripers are useful in developing precision marching. At the same time they throw mistakes into bold relief. Once the elements of marching have been absorbed, such factors as correct stride, tempo, and leg lift are stressed.

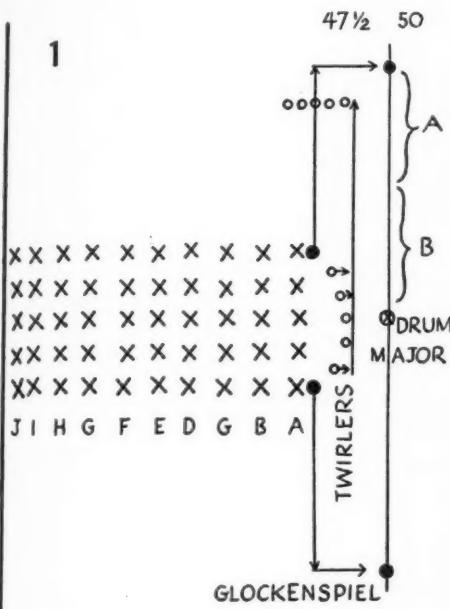
In the instrumental work following these drills, the students play previously memorized marches (about 12 per year, including four school songs) while going through their marching routine. Although we have practically done away with whistle signals, we do occasionally use a whistle for some formation changes. Crowds seem to get a kick out of hearing it.

When the idea of playing and marching in simple movements has been fairly well mastered, the students are ready for slightly more

(Continued on page 34)



## SIMPLE TWIRLS



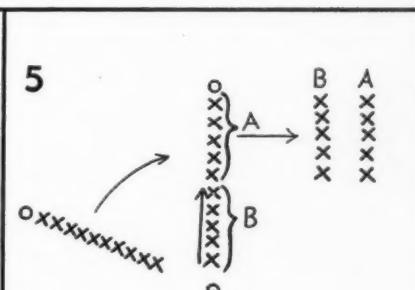
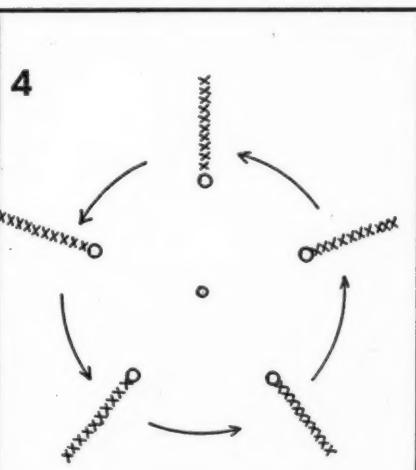
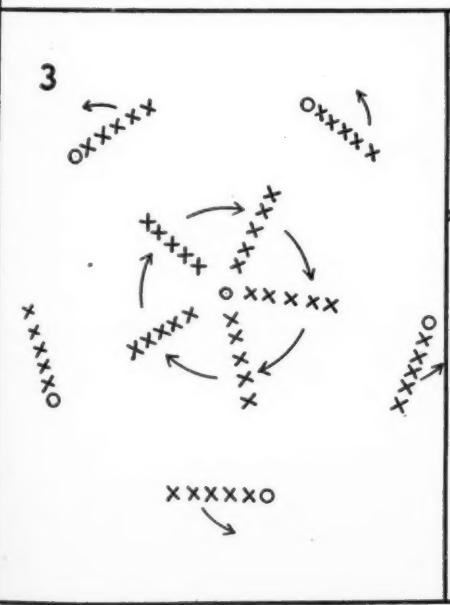
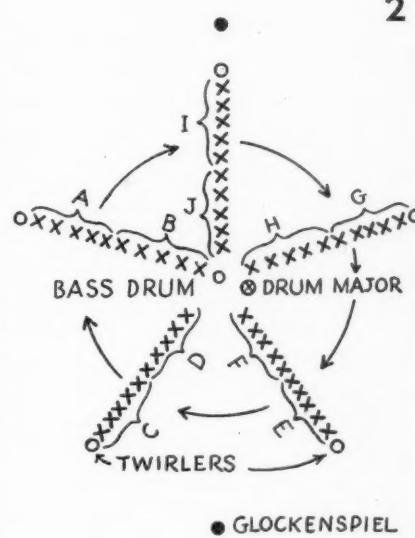
**Left:** Getting into formation. Glockenspiels move up to 50-yard line. Twirlers go toward sideline. Advances to 47½, left faces and parades single file toward twirlers. Band follows, forming row of 10. Each twirler picks up a line.

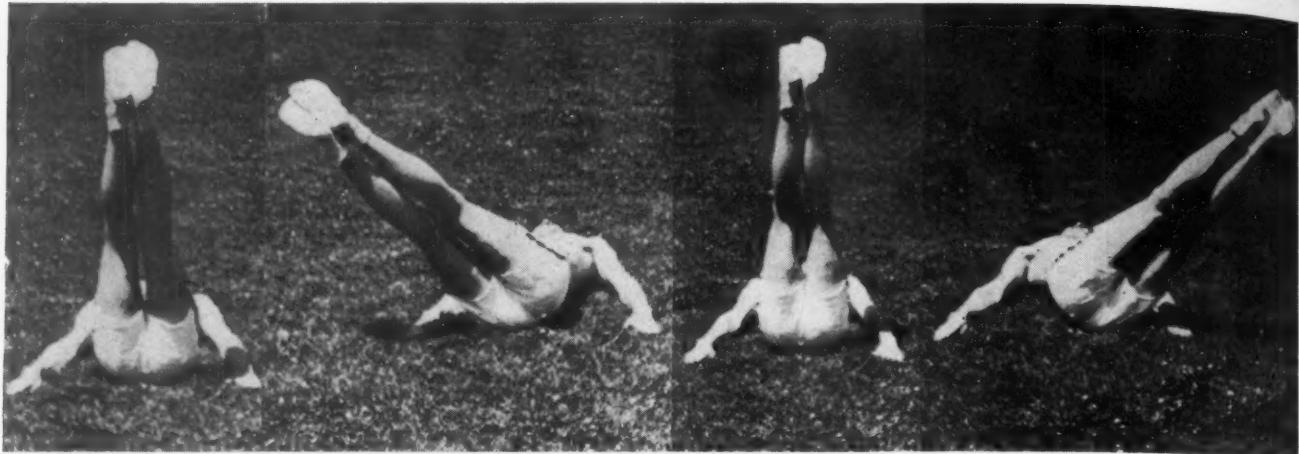
*Right: Five-spoke wheel after one revolution, AB returning to base.*

**Lower Left:** Outside five break away, pivot from twirler, and make one counter-clockwise revolution.

**Center:** 10-man ranks reform on outside, pivot from twirlers and make counter-clockwise turn, returning to basic position.

**Lower Right:** Return to band formation. A moves forward, B falls in behind; both advance slowly. Other ranks follow suit.





From supine position, legs raised: Lower legs to right; return; lower legs to left; return; lower legs to ground.

## HIGH SCHOOL CALISTHENIC PROGRAM

By A. J. "Duke" Wyre

As a follow-up to his article last month on grass drills and the treatment of football injuries, A. J. "Duke" Wyre offers a series of body-building exercises for the secondary school physical education program. The author, after ten years at Yale, is now head trainer at Holy Cross College.

MANY high schools are now busily engaged in reorganizing their physical education programs to stress the conditioning and toughening activities advocated by the military.

In this reorganization, the body-building or calisthenic type of activity is coming back into favor; not to replace the "games" type which superseded it, but as a supplement to it.

There is a place for body-building exercises in our intensified physical education programs. Properly planned and administered, they help immeasurably in building up and conditioning the body. This is of no small moment in the training of pre-induction-age youth.

The exercises should be given in the regular gym classes at least three times a week, on alternate days. The boys should have time to get into gym suits at the beginning of the period and to take showers at the close.

On the days in between, the program may be devoted to the "games" type of activity such as football, basketball, baseball, wres-

tling, soccer, swimming, track, and group games.

Much of the success of the program depends upon the instructor. A good personal appearance is always an asset. If you demand regular gym attire of the class, you can adopt no less yourself. Keep your outfit clean and neatly pressed. Stand erect. Do not shout commands. Give them in a quiet, clear,

decisive, and pleasant manner. Decisiveness comes with knowing your lesson plan well. So study it carefully before coming to class.

In any group, there are individual differences in character, temperament, and ability. The wise instructor adapts his program accordingly.

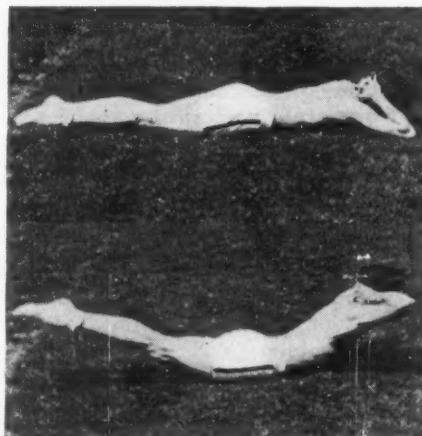
Avoid repeating an exercise too many times and having the boys hold a position too long. The resultant mental and physical fatigue isn't conducive to the building-up process.

At the same time don't expect a finished performance the first time you give an exercise. Gradually increase the amount and the strenuousness of the work. In a short time, you will note a steady improvement in execution.

When demonstrating exercises, work in the direction opposite that of your command. For example, when instructing the class to bend left, you bend right. This is militated by the fact that you are facing the class. By reversing your instructions, you actually synchronize your movements with the class.

When giving new exercises, a concise explanation followed by a demonstration will do much to save time and avoid confusion. Correct minor faults at first with general instructions to the class. Then, if a

(Continued on page 16)



ABOVE: From prone position, hands behind head, legs together: Raise head, elbows, trunk, both legs simultaneously. Keep legs together and toes pointed.

BETWEEN: Sitting with palms resting behind hips: Raise knees to chin, extend legs, spread legs about 2 in. apart, bring feet together, return to initial position. Keep the toes pointed.



# Sinking JAPS INSTEAD OF BASKETS

YOUNGSTERS who have tangled with friendly opposition on hardwood courts are coming to grips with a ruthless enemy wherever they can find him. These lads of ours are fortified by a *will to win* . . . the spirit to do-or-die against any odds.

THAT'S the spirit taught by basketball. And that spirit is reflected here at Converse, where the major part of our expanded production is going into essential footwear and waterproof equipment for the Army, Navy, Coast Guard and Merchant Marine.

IF you're the lucky possessor of a pair of All Stars, treat them kindly. Give them proper care, as outlined below. That's little enough to do for your game—and your country.

#### THE CARE OF BASKETBALL FOOTWEAR

Wash inside and out with mild soap-and-water. Allow to dry thoroughly at normal room temperatures, never near heat or in sunlight. Repair breaks or tears in uppers. Lace loosely and stuff with tissue paper. Store in cool, dark place.



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ROBERT KINNEY  
The Rice Institute



PRICE BROOKFIELD  
West Texas State College

WILFRED DOERNER  
Evansville College



JOHN MANDIC  
Oregon State College

JOHN KOTZ  
University of Wisconsin

(Continued from page 14)

fault persists, correct it by mention of the boy's name.

These minor faults usually have to do with posture and position and can be corrected by commands such as "Heads up!", "Shoulders back!", "Knees straight!", etc. Major faults should be handled individually.

The boys should be conditioned gradually. "Working 'em to death" the first day is a grave mistake. What you're doing is supplying quantity rather than quality of work. You can hardly expect them to look forward to the next period with enthusiasm after a siege of stiffness and soreness.

Following are a number of exercises which the physical instructor or coach can incorporate into his own program. The first five exercises are illustrated.

6. Stride position: Grasp both ankles and pull head to ground.

7. Sitting with hands clasped behind head, legs apart and flat on ground: Bend trunk forward at hips until elbows touch knees; return to initial position stretching elbows well back.

8. Supine position with hands clasped behind head: Rise to sitting position and follow through by bending trunk forward and bringing head to knees.

9. Front leaning rest: Push ups, raising one leg high off ground; alternate legs.

10. Supine position with arms extended over head: Press arms to floor and flatten lower back by contracting abdominals and gluteals.

11. Prone position resting on elbows and toes: Lift trunk from floor by straightening arms.

12. Back leaning rest: Single leg raising, maintaining arch of trunk.

13. Kneeling position, arms at side, trunk extended: Raise arms forward and upward, swinging trunk backwards and flexing at knees.

14. Supine position, arms extended over head: Flex thighs to chest, grasp knees with hands, curl head to knees, and squeeze; return to initial position. Force the extension.

15. Sitting with hands behind head: Twist body alternately right and left, keeping chest high and elbows well back.

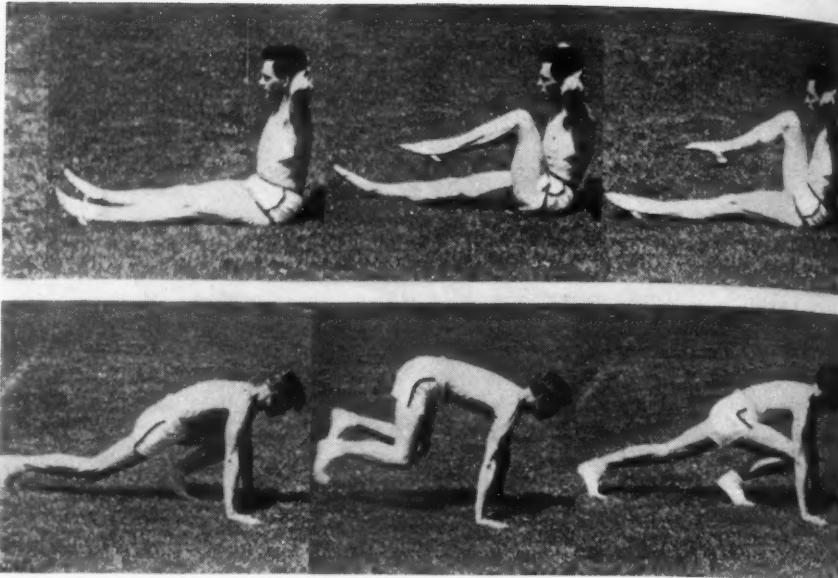
16. Prone position, arms extended: Raise one arm and opposite leg without lifting hips.

17. Prone position, arms extended: Kick alternately as in swimming.

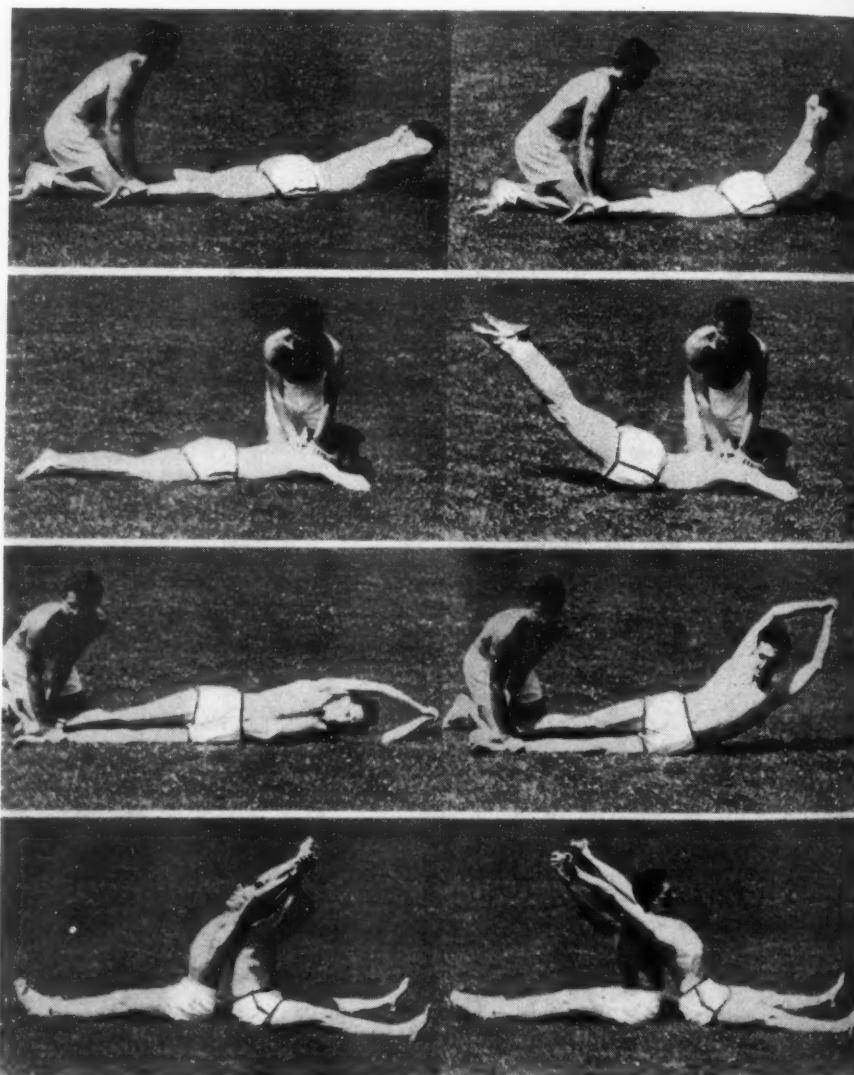
18. Supine position, resting on elbows: Kick alternately as in back stroke.

19. Standing in wide stride, trunk bent forward parallel to floor, arms

(Concluded on page 39)



Top, sitting with hands behind head, the elbows back: Alternate knee raising, pointing toes downward, keeping back straight and head up. Bottom, crouch with hands flat on the ground, left knee against chest, right leg extended backward: With a hopping motion, change position of legs. Alternate right and left.



PAIRED EXERCISES: Top, prone position, hands behind head, partner holding ankles: Raise chest. Second, hands under chin, partner pressing shoulders: Raise legs. Third, on side, hands over head, partner holding ankles: Raise trunk. Bottom, back to back, legs outstretched and arms overhead with partners grasping each other's hands: Alternate bending and stretching with a good rocking motion.

Post On Your Bulletin Board

# FOOTBALL BULLETIN

## Officials' Signals



**FORWARD PUSHING MOVEMENT WITH HANDS BELOW WAIST** — Crawling, interlocked interference, pushing or helping runner.



**PUTTING HANDS ON AND OFF HIPS SEVERAL TIMES** — Off-side.



**GRASPING OF ONE WRIST** — Illegal use of hands or arms.



**MILITARY SALUTE** — Unnecessary roughness.

**SALUTE FOLLOWED BY STRIKING BACK OF KNEE WITH HAND** — Clipping.

**SALUTE FOLLOWED BY SWINGING LEG TO SIMULATE PUNT** — Running into or roughing the kicker.



**CRISS-CROSSING HANDS IN HORIZONTAL PLANE** — Penalty refused, incomplete pass, no play, missed goal, etc.

**PUSHING HANDS FORWARD FROM SHOULDERS WITH HANDS VERTICAL** — Interference with forward pass or fair catch.



**BOTH ARMS EXTENDED ABOVE HEAD** — A score. Bringing hands together after signal indicates safety; criss-crossing hands in vertical plane above head, time out. Timekeeper answers signal by raising his right hand.



**HORIZONTAL ARC OF EITHER HAND** — Player illegally in motion or illegal shift.



**WAVING HAND BEHIND BACK** — Illegal forward pass.



**FOLDED ARMS** — Delay of game or extra time-outs.



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PEANUT CANDY  
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"MR. PEANUT"  
Reg. U. S. Pat. Off.

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If you want to give your students something good to eat which is also good for them, remember PLANTERS PEANUTS—the crisp, meaty, delicious salted peanuts that outscore other foods in both flavor and energy.

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NOTHING HITS THE SPOT

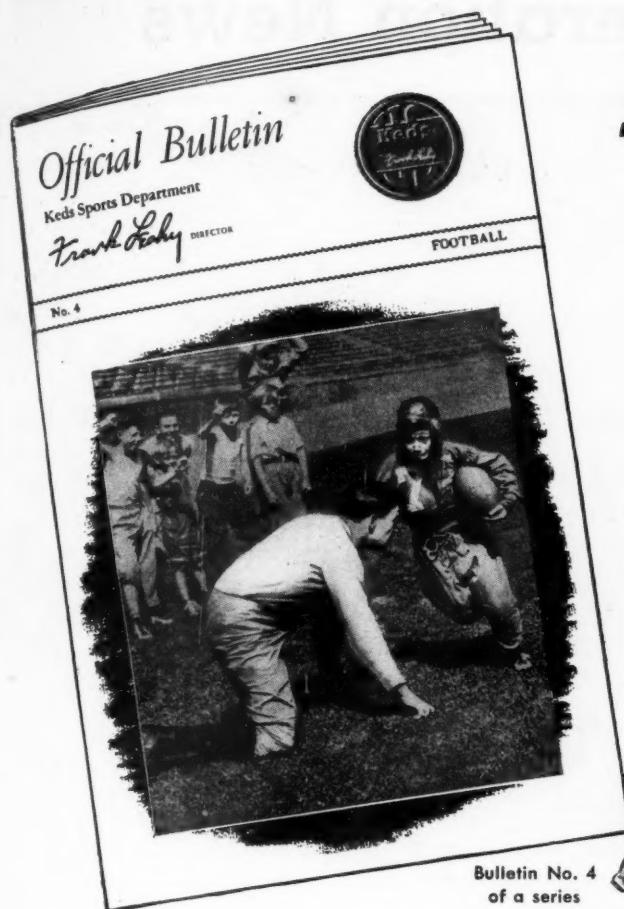
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# American Boys!

*Coach Frank Leahy  
Writes a New Keds Sports Bulletin  
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This Bulletin Teaches the Fundamentals of Blocking, Tackling and Carrying the Ball. (The Fundamentals of Passing and Kicking were covered in Bulletin Number 1 which is also available.)



THIS new 24-page Keds Bulletin dwells on the fundamentals of three of the most important departments of football—blocking, tackling and carrying the ball. The text is profusely illustrated with clear action photographs coupled with clear reason-why explanations.

Every real American boy should read and re-read this Bulletin. It places Coach Frank Leahy's rich personal experience in teaching football fundamentals within reach of every young athlete.

This new Football Bulletin and other Keds Sports Department Bulletins are available to the boys through local Keds dealers or the youngsters can write for their free

copies direct to Coach Frank Leahy, Director Keds Sports Department, 1230 Sixth Avenue, New York City.

*Special note to coaches, athletic directors and physical education instructors:* You can secure a sufficient quantity of these Bulletins for your football squad either through your local Keds dealer or by writing direct to Frank Leahy at the Keds Sports Department, 1230 Sixth Avenue, New York City.

Other Bulletins in The Keds Sports Department Library:

1. Football (Passing and Kicking) by Frank Leahy.
2. Baseball—all fundamentals—by Frankie Frisch.
3. Outdoor Sports and Games—including Tennis by Don Budge, Badminton by J. Frank Devlin and Swimming, Camping and Games.

Thousands of each of these Bulletins have been requested by sports-loving American youngsters.

The boys and girls in your school will appreciate your posting this advertisement on your Athletic Bulletin Board so that they will know of the availability of these interesting and instructive Bulletins.

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# National Federation News

ONE of the best ways of securing wider participation in our intensified physical education programs and at the same time conditioning youth for military service is through magnifying the track and field program with events having direct carryover value to army training.

Among the more popular innovations along this line are obstacle courses. The Minnesota branch of the Office of Civilian Defense, under the supervision of Director Carl Nordly and Marshall Ryman, has worked out a very practical course which has been endorsed for high schools by the National Federation.

The course, which can be laid out on any playing field, accommodates any number of students. It can be used for: (1) self-testing; (2) pursuit races, with the slower contestants being given handicaps; (3) relay races; (4) telegraphic meets; (5) novelty races between halves of football games.

Weekly time records may be kept to measure each boy's progress. The course may also be used as an event in regular track meets. If it is laid out carefully, there is no reason why records for dual, district and even state meets cannot be kept.

There are just two rules: First, no spiked or cleated shoes; second, whenever a contestant knocks over an obstacle he must replace it and repeat his trial.

The layout is shown in the diagrams. The first obstacle, a 4-ft. fence, may be constructed like a saw-horse. No. 2 is a crawl under a rope or chain 2 ft. high, then over a regulation low hurdle and under another rope.

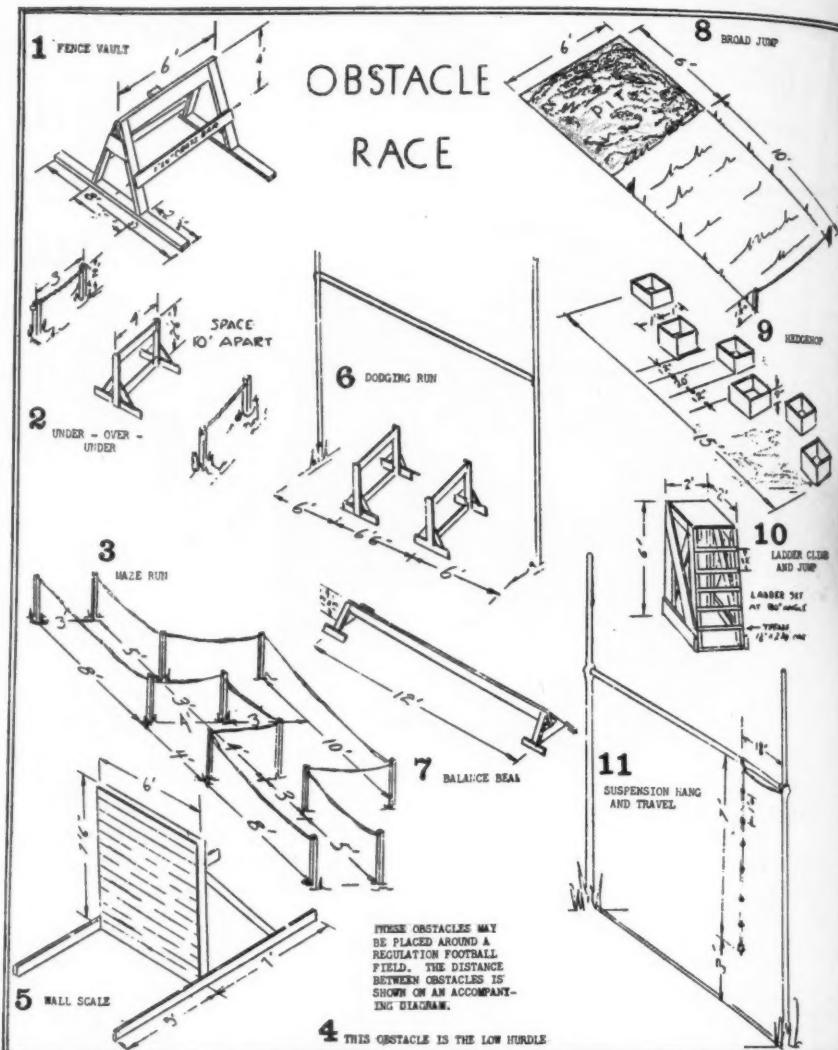
No. 3 is a maze run between stakes 3 ft. apart which have two right angles over a 20-ft. distance. Obstacles 4 and 6 are regulation low hurdles; No. 5 is a 7½-ft. wall. In negotiating No. 6, the boy must run outside the first goal post, around alternate ends of the hurdles and inside the second post.

No. 7 consists of a 2 by 6 in. beam set edgewise, 1 ft. above the ground and 12 ft. long. No. 8 is a broad-jump pit with a rope stretched 1 ft. above the ground in place of a take-off board.

No. 9 is made up of six rectangular bottomless boxes, 12 by 20 in. and 9 in. high, into each of which the boy must step. No. 10 is a ladder braced with a scaffold leading to a platform 6 ft. above the ground. The platform is 2 ft. square and the ladder set at an 80-degree angle.

No. 11 consists of a knotted rope suspended from the crossbar, 18 in. from the near goal post. The competitor must climb the rope and travel by hand along the crossbar.

**Michigan:** Director C. E. Forsythe has accepted an appointment as Lieutenant Commander in the United States Naval Training Division under Commander Gene Tunney. The De-



Working plans for Minnesota's new 11-piece obstacle course.

partment of Public Instruction and the Michigan High School Athletic Association have granted him a leave of absence for the duration. Now serving as acting director is Julian W. Smith, who has been principal at Lakeview High School in Battle Creek.

**Oregon:** Secretary Troy D. Walker has been called to air corps service. An experienced pilot, he owned his own plane up until a few years ago. He was a commissioned officer in the air corps during the last war. In his absence, Thomas A. Pigott will carry on.

**Wrestling:** The wrestling code for 1942-43 is the same as for last year. It will be recalled that the weight classification for high school meets was changed last season. A few conferences have not chosen to adopt the new classification but, in general, it has been accepted and found satisfactory.

**Equipment:** Because of the shortage in materials used in the manufacture of high grade basketballs and footballs, very few are being made these days. There is a limited manu-

facture of the sewed type of ball. These have bladders and other materials of doubtful quality, but improvements are being made in the use of substitute materials. There is some hope of a satisfactory solution.

In the meantime, schools should exercise great care in preserving the balls they already have. Fortunately the molded ball is unusually durable. Most schools probably have enough such balls to last them through this season and maybe next.

There is one way in which schools can help themselves in this matter. When a ball is worn out, the rubber bladder is often in good condition. Such bladders should be turned over to the state high school office or to some agency designated by such office so that they may be built into new balls. In some localities, a new ball will not be sold to a school without an old rubber bladder accompanying the order.

A reasonable number of the small type of basketball backboard is still available since distributors anticipated the shortage in materials and

(Concluded on page 26)

\* \* \* U. S. needs YOU  
\* \* STRONG

# Keep physically fit

YOU don't have to carry a gun to be in the Army. In time of war, everybody is a soldier. You coaches and athletic directors are in the strongest army of all—the Army of Education.

The way you can help in the Victory Program is by developing a superior physical and mental fitness in your gymnasium and sports classes. Through a wise selection of activities and helpful advice on diet and hygienic habits, you can build the strong bodies and clear minds our nation needs—in war as well as peace.

## HOW TO USE THIS POSTER

Every school man is becoming increasingly aware of the contribution that is expected of him. The poster that appears on the next two pages will help you do the job. It carries an inspiring message to all students from Robert J. H. Kiphuth, Swimming Coach and Associate Professor of Physical Education at Yale University, and Coach of the United States Olympic Swimming Team.

The poster can be easily removed without in any way damaging your copy of Scholastic Coach. With a knife, or letter opener, just fold back the two staples in the center spread and lift out the poster. Then mount it on your bulletin board where its message can be read not only by the members of athletic squads, but also by all other students in your school.

If you wish additional posters, we will gladly send you any number up to 10 from the limited supply we now have. If for some special reason you desire a larger quantity we will endeavor to fill your order. Write direct to this office or use the Master coupon on page 39 of this magazine.

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